ON05748

WORKING PAPERS OF PLANNING AND DEVELOPMENT RESEARCH

90-8

EDUCATIONAL TELEVISION IN ENGLISH-LANGUAGE SCHOOLS IN ONTARIO: TEACHER SURVEY, 1989-1990

Project Coordinator: Donna Sharon

Conducted in conjunction with
Gallup Canada

September 1990

92-07687/

TVOntario

Planning and Development Research
Planification et recherche en développement

Document de travail 90-8

Educational Television in English-Language Schools in Ontario:

Teacher Survey, 1989-1990

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September 1990

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SUMMARY

This report, **Educational Television in English Language Schools: Teacher Survey, 1989-1990,** presents the results of a survey of Ontario teachers concerning their use of school television and video, and of TVOntario programs and support materials. These results are compared with findings from a similar study conducted five years earlier.

This study shows a substantial increase in use of school television and video. In 1990, 61% of teachers used television and video during the fall school term, compared to 39% who had done so in 1985. Eighty-four percent of teachers had used television or video at some time in their teaching careers in 1990 compared to 77% in 1985. During this time, use of broadcast television has remained stable while use of video has increased.

Detailed information is provided concerning use of selected TVOntario series by the teachers and students for whom they were designed. Greatest success can be seen in use of secondary science programs — eleven series are used by more than half of the intended teachers. More modest successes can be seen in secondary English, French, History and Business programs. Related in part to the difference in school structure and curriculum, elementary level programs are used less widely, reaching as high as 30% for only a few series.

Fifty-eight percent of teachers have used the *School Broadcasts* publication and 47% have used TVOntario teachers' guides. Other publications are used by fewer teachers, suggesting the need to reassess their value. However 68% of teachers have used TVOntario publications as an aid in finding suitable programs, although they rely most heavily on their school board media catalogues.

A growing number of video collections are found in school libraries and department offices. Teachers in these schools are somewhat more likely to be recent users of television and video, and these collections should be encouraged as a means of improving teachers' access to programs.

A minority of teachers (41%) identify a school or board person designated to provide assistance in using television or video. Among these school and board staff, TRTs (Television Resource Teachers designated and trained by TVOntario) are mentioned by 11% as a source of assistance, compared to 57% who mention school librarians. However in many cases, the librarian is also the designated TRT.

Now that teachers have adopted video as a valuable aid, they are looking for more programs, help in finding the programs that fit their curriculum and assistance or instruction in using the programs to best advantage.

Teachers are beginning to adopt varied approaches to using video — including using video as a group activity, arranging for students to view programs individually, and arranging for students to take programs home.

Sizeable majorities of teachers indicated that video programs helped their students learn new information (94%), understand concepts or relation (92%), encourage classroom disussion (90%) and motivate students to do related activities (79%).

Camcorders are now available to 70% of teachers and more are needed, particulary at the secondary level. Videodisc players are available to 4% of teachers and satellite receiving dishes to 1%.

RÉSUMÉ

Ce rapport intitulé **La télévision éducative dans les écoles de langue anglaise : enquête auprès des enseignants et des enseignantes, 1989-1990,** présente les résultats d'une enquête effectuée auprès des enseignants et des enseignantes de l'Ontario, sur l'utilisation de la télévision et du magnétoscope dans les écoles, ainsi que des émissions de TVOntario et du matériel d'accompagnement. Ces résultats sont comparés à ceux d'une enquête semblable menée cinq ans auparavant.

L'enquête montre que l'utilisation de la télévision et du magnétoscope dans les écoles est en hausse. En 1990, 61 % des enseignants et des enseignantes s'étaient servis de la télévision ou du magnétoscope pendant le trimestre d'automne, alors qu'en 1985, cette proportion était de 39 %. Les chiffres de 1990 indiquent que 84 % des enseignants et des ensiegnantes avaient fait usage de la télévision ou du magnétoscope au cours de leur carrière comparativement à 77 % en 1985. Pendant cette période, l'utilisation de la télévision est restée stable alors que celle du magnétoscope a augmenté.

Le document donne des détails sur l'utilisation de certaines séries d'émissions de TVOntario par les enseignants et les enseignantes et les élèves à qui elles sont destinées. Les émissions de science pour les élèves du secondaire sont celles qui remportent le plus de succès car onze séries sont utilisées par plus de la moitié des enseignants et des enseignantes concernés. Les séries sur l'anglais, le français, l'histoire et les affaires pour les élèves du secondaire ont connu un succès plus modeste. En partie à cause des différences de structure et de programme scolaire, les émissions pour les élèves du primaire sont utilisées à moins grande échelle, et seulement quelques séries atteignent un taux d'utilisation de 30 %.

Cinquante-huit pour cent des enseignants et des enseignantes se sont servis de la publication *School Broadcasts* et 47 % ont utilisé les guides pédagogiques pour les enseignants et les enseignantes préparés par TVOntario. Les autres publications sont utilisées par un moins grand nombre d'enseignants et d'enseignantes, ce qui signifie qu'il faudra peut-être réévaluer leur utilité. Toutefois, 68 % des enseignants et des enseignantes se servent des documents de TVOntario pour trouver les émissions qui répondent à leurs besoins, bien qu'ils consultent surtout les guides des médias de leur Conseil scolaire.

Dans les écoles, de plus en plus de bibliothèques et de départements montent des banques de vidéocassettes. Les enseignants et les enseignantes de ces écoles figurent en plus grande proportion parmi les utilisateurs récents de la télévision et du magnétoscope. On devrait encourager la mise sur pied de ces banques qui pourraient servir à leur faciliter l'accès aux émissions.

Environ 41 % des enseignants et des enseignantes ont indiqué qu'un membre du personnel de leur école ou du Conseil scolaire a été désigné pour les aider à utiliser la télévision ou le magnétoscope. Parmi ceux-ci, on trouve des communicateurs clés, des enseignants et des enseignantes formés par TVOntario dans l'utilisation de la télévision (11 %); et des enseignants et enseignantes-bibliothécaires (57 %). Précisons que souvent, l'enseignant et l'enseignante-bibliothécaire est aussi le communicateur clé.

Maintenant que les enseignants et les enseignantes sont conscients de l'utilité du magnétoscope, ils recherchent plus d'émissions, et ils ont besoin d'aide pour trouver celles qui conviennent à leur programme et pour leur expliquer comment en tirer le meilleur parti.

Les enseignants et les enseignantes commencent à adopter différentes approches quant à l'utilisation du magnétoscope. Il peut s'agir par exemple de participer à une activité de groupe, de laisser les élèves regarder la vidéo individuellement ou de demander aux élèves d'utiliser les cassettes à domicile.

Une grande majorité des enseignants et des enseignantes déclarent que les programmes vidéo aident les élèves à acquérir de nouvelles connaissances (94 %), à comprendre des concepts ou des abstractions (92 %), à avoir des discussions de groupe (90 %) et à se motiver à faire d'autres activités reliées (79 %).

Les camescopes sont maintenant à la disposition de 70 % des enseignants et la demande continue d'augmenter, surtout au palier secondaire. Les lecteurs de vidéodisques sont disponibles pour 4 % des enseignants/enseignantes et les antennes paraboliques pour 1 % d'entre eux.

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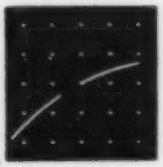
I. INTRODUCTION

This report summarizes and highlights the results of an extensive mail survey of 1,661 Ontario school teachers concerning their use of educational television and video. Three thousand three hundred questionnaires were mailed to the sample of teachers on February 28, 1990. A second mailing to teachers who had not returned their questionnaires took place on March 28, 1990. By the end of the first week of May returns had diminished and processing of the data began. The 1,661 returned questionnaires represents a 50.3% return ratio. Results of such a survey are considered accurate within 2.4 percentage points, 19 times out of 20. A detailed examination of the respondents for this study appears in the Appendix at the back of this report.

TVOntario is endeavouring to better understand the behaviour and opinions of Ontario teachers as they pertain to the classroom use of educational television and video material. Where possible, the results of the present study have been compared with figures gleaned from a similar investigation conducted in 1985 by TVOntario. The 1985 TVO study concerned use of video and television by teachers during the fall of 1984, while the present study primarily examined use of video and television by teachers during the fall of 1989.



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The ultimate goal of TVOntario is to increase classroom usage of their educational TV and video materials. This report offers suggestions and comments which hopefully will assist TVOntario in achieving this goal.

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II. USE OF TELEVISION AND VIDEO IN THE CLASSROOM

Highlights

- 87% of elementary teachers and 79% of secondary teachers have used television or video at some time in their teaching careers.

- 61% of teachers used television or video in Ontario classrooms last fall, compared to 39% who used television or video during the fall term five years earlier.

- 61% say that their use of video has increased in the past 3 years, while classroom use of broadcast television has remained stable.

- VCR's are now available to all teachers, but 12% find that they are overbooked.

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Overview

This section documents teachers' use of television or video during the fall 1989 school term, as well as during teachers' careers. Teachers' use of television and video in different grade levels and subject areas is explored. Information is also given about the availability of equipment, including televisions and videocassette recorders, camcorders, film projectors, computers, videodiscs, and satellite receiving dishes.

Use Patterns

First, comparing teachers' responses in 1990 with those in 1985, it is clear that video is a medium which has come of age in the Ontario school system. Substantial growth in the level of recent use of video can be seen since 1985, along with continuing growth in the percentages of teachers who have at some point used television or video and who indicate that their use had increased in the previous three years. This growth reflects increased use of video while use of television remained stable at a modest level.

Compared to 1985, combined use of television and video has increased dramatically (see Table 1). Whereas the 1985 study indicated that 39% of Ontario teachers had used educational television and video, this figure rises by a dramatic twenty-two per-

TABLE 1
USE OF EDUCATIONAL TV OR VIDEOCASSETTES

	1990 BASE (unweighted n=)	Used during fall term %	Previously used %	Never used %	Don't know/ not stated %
1990 Total	1661	61	22	14	2
1985 Total	1560	39	41	18	2
Elementary:					
1990	553	63	24	12	2
1985	511	40	45	12	3
Secondary:					
1990	1108	59	20	18	3
1985	1049	38	34	26	2
1990 Number of years teaching:					
0-5	224	71	14	13	2
6-10	201	64	24	11	1
11-15	269	68	18	12	3
16-20	378	57	23	18	3
21-25	334	52	32	16	1
26+	222	61	24	14	1
1990 Sex:					
Male	897	62	20	15	3
Female	764	61	25	13	2
1990 Grades taught:*					
JK/K	121	58	31	10	2
1-3	246	61	27	11	2
4-6	273	65	25	9	1
7-8	212	66	20	12	2
9-10	955	62	19	17	3
11-OAC	1019	60	20	18	3

*Total adds to more than 1661 as many respondents teach more than one grade level.

TABLE 1 (continued)
USE OF EDUCATIONAL TV OR VIDEOCASSETTES

	1990 BASE (unweighted n=)	Used during fall term %		Previously used %		Never used %	
		1990	1985	1990	1985	1990	1985
1990 Secondary subject taught (Grades 9-OAC):							
Science	179	86	43	8	31	4	26
Geography	97	79	63	12	29	9	8
Canadian Studies/History	110	78	65	9	22	13	13
French	60	74	41	12	44	13	16
Social Studies/Science	79	73	65	17	22	8	13
English/Language Arts/Drama	218	62	55	17	29	18	16
Health/Phys. Ed.	87	61	42	22	33	16	25
Business/Commerce	108	55	30	25	31	20	39
Math	181	41	22	26	34	30	44

Note: Percentages may add to more than 100, due to rounding

centage points to stand at 61% at present. Similar increases are found for both elementary (twenty-three percentage points) and secondary teachers (twenty-one percentage points). The merits of utilizing this mode of instruction are obviously apparent to a majority of Ontario teachers.

There is a slight tendency for newer teachers to use educational TV and video, as compared with teachers who have been in the classroom for a greater number of years. Specifically, while more than seven-in-ten teachers (71%) who have taught in the school system for five or fewer years used educational television or videocassettes during the fall term, the figures are 57% for people with sixteen to twenty years of teaching experience, 52% for twenty-one to twenty-five years of teaching, and 61% for people who have taught for more than a quarter-century. No difference in use is found according to the gender of the respondent.

Although the study was designed to allow detailed comparisons among teachers in the six regions of Ontario defined by the Ministry of Education, differences in use of television and video among the regions were generally small and were not consistently associated with factors discussed later in this report, such as availability of equipment or support services for teachers.

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A very slight difference in use is uncovered according to the grades taught by the teacher respondents. Teachers of grades four to six, and grades seven to eight, have a slightly greater propensity to be current classroom users of the electronic media, as compared with teachers from other grade levels. The amount of flexibility in the curriculum and the number of programs available may be related to these differences in use at varying grade levels.

Finally, there is considerable variation in use among secondary school teachers in different subject areas. For example, 86% of secondary science teachers reported in the 1990 survey that they used educational TV or video in the fall term. This is a remarkably high rate of use. The figure has exactly doubled in the five years since Ontario secondary science teachers were last queried concerning this matter. It is also noteworthy that the percentage of secondary science teachers who have never used educational TV or video has dropped from 26% to only 4%, in the last half-decade. Clearly TVOntario's effort to provide programming and convince Ontario's secondary science teachers of the merits of this mode of instruction have been very successful.

Compared to 1985, substantial increases in recent use of TV or video are found among French teachers (41% to 74%), and Business teachers (30% to 55%). The percentage of Business teachers who have never used television or video declined substantially as well,

from 39% to 20%. Overall, a decline in the percentage of teachers who have never used television or video is found in most subject areas.

Although secondary mathematics teachers are least likely to be users, even here 41% of Ontario's secondary math teachers stated that they used educational television or videocassettes during last autumn's school term. While this figure is relatively low, it does nonetheless represent a nineteen percentage point increase in use over the past five years. Furthermore, the percentage of mathematics teachers who have never used educational TV or video has dropped from 44% to 30% in the past five years.

In addition to the sizeable increases in recent use of television and video, Table I also shows an increase in the last five years in the total number of teachers who have used TV or video at any time in the past. This increase is larger for secondary teachers. In 1990, 79% of secondary teachers had used television or video at some time, compared to 72% in 1985. Among elementary teachers, users increased from 85% to 87%.

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Broadcast and Video Use

Another question was posed to teachers to assess trends in broadcast television as compared to video use. Teachers were asked how often they used broadcast television or video-related activities during the most recent fall school term (see Table 2). Broadcast television is defined as any program (from TVOntario or other sources) that is aired on a television set as it is broadcast, or delivered by a cable system or satellite receiver.

More than three-quarters of teachers (77%) utilized video in the classroom, while only 29% used broadcast TV in teaching during the recent fall term. (All but 1% of these teachers also used video). Elementary teachers are somewhat more inclined to be broadcast TV users, as compared with secondary teachers (32% vs. 24%). It is apparent that broadcast television is markedly less popular than video as an electronic teaching option.

Overall, use of broadcast television to preview programs was reported as frequently as use of broadcast television in teaching. Almost a third of elementary teachers use broadcast television in teaching and almost a quarter use it to preview programs. Among secondary teachers, the proportions are reversed: a third use broadcast for previewing and a quarter use it in teaching.

TABLE 2
USE OF BROADCAST TV/VIDEO IN FALL TERM

	Yes %
Used Video in teaching:	
Total	77
Elementary	78
Secondary	76
Used Broadcast TV in teaching:	
Total	29
Elementary	32
Secondary	24
Used Broadcast TV to preview programs:	
Total	27
Elementary	24
Secondary	32

BASE (n=)	Total	1661
	Elementary	553
	Secondary	1108

Variation in Usage

Ontario teachers were also asked to gauge whether their use of certain learning resources had increased, decreased or stayed the same over the past three years (see Table 3). Consistent with the discussion above, video use has increased even more in the past three years than was true five years earlier. Use of broadcast television, on the other hand, has remained stable.

Sixteen percent of Ontario teachers state that their use of broadcast television has increased over the past three years. Another 16% maintain that their broadcast TV usage has declined over the period. In conjunction with the similar reports provided in 1985, these findings suggest a levelling off in the use of this medium.

Sixty-one percent of teachers state that their use of videocassettes in the classroom has increased over the past three years. In 1985 some 55% of teachers made the same claim. This increase has been greater among secondary teachers (nine percentage points) than elementary teachers (four percentage points).

This confirms again that video is a medium which has gained widespread acceptance in the Ontario school system.

TABLE 3
VARIATION IN LEVEL OF USAGE OF LEARNING RESOURCES OVER PAST THREE YEARS

		Increased %	Decreased %	Stayed Same %	Not available/ not used %	Don't know/not stated/have not taught for three years %
Broadcast TV:						
Total	1990	16	16	33	25	11
	1985	11	13	28	45	2
Elementary	1990	16	21	35	19	10
	1985	11	19	30	38	2
Secondary	1990	16	8	29	34	13
	1985	12	5	26	54	3
Videocassettes:						
Total	1990	61	4	23	4	8
	1985	55	3	24	17	1
Elementary	1990	62	4	23	4	8
	1985	58	3	25	13	1
Secondary	1990	60	5	25	3	8
	1985	51	3	23	22	1
Microcomputers:						
Total	1990	51	2	14	22	10
	1985	42	2	13	40	3
Elementary	1990	54	3	14	18	11
	1985	51	4	14	30	1
Secondary	1990	45	2	14	29	10
	1985	29	1	11	55	4
Film Projectors:						
Total	1990	17	35	35	5	8
	1985	22	17	52	8	1
Elementary	1990	22	29	39	2	8
	1985	24	17	54	4	1
Secondary	1990	8	45	30	9	9
	1985	18	17	49	15	1

BASE (n=)			
	Total	1990	1661
		1985	1560
	Elementary	1990	553
		1985	511
	Secondary	1990	1108
		1985	1049

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Use and Availability of Other Technologies

Like video, use of microcomputers has grown as well. Fifty-one percent of Ontario teachers state that their use of microcomputers has increased in the past three years. In 1985 this figure was 42%. It is interesting to note that past or current use of microcomputers is reported by 76% of elementary teachers and 53% of secondary teachers. These figures are moving toward the levels of TV/video use reported by 87% of elementary teachers and 79% of secondary teachers (Table 1).

Thirty-five percent of Ontario teachers indicate that their use of film projectors has decreased in the past three years. This figure is more than double the percentage of teachers who state that projector usage has increased over this time period. It would appear that the shift from film to video noted in 1985 is continuing, particularly in secondary schools. Fully 45% of secondary teachers report a decrease in their use of film in the last three years.

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Equipment Availability

Teachers were also asked about the availability of various types of equipment related to educational television and video (see Table 4). In general, film projectors, colour televisions, videocassette recorders, camcorders, and microcomputers are available to teachers in the province, either immediately or with advance booking.

Colour televisions and videocassette recorders, complimentary technologies, are for the most part available to teachers. However, 16% of secondary teachers state that VCR's are available but overbooked in their school, while 12% make the same statement concerning colour TV's.

Although smaller percentages of elementary teachers indicate that equipment is overbooked (9% for VCRs and 8% for colour TVs), reports of equipment overbooking have increased since 1985 at both levels. This pattern may indicate that since the desire to use video programs in the classroom has increased substantially in recent years, school boards are finding it difficult to meet the demand for equipment. When asked (later in this study) about changes that would increase teacher's use of video, 34% indicated that easier access to equipment would be very helpful (Table 13).

TABLE 4
AVAILABILITY OF EQUIPMENT

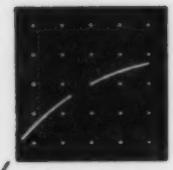
		Available at any time %	Available with advance booking %	Available but overbooked %	Not available %	Don't know %
Colour TV's:						
Total	1990	18	69	10	2	2
	1985	17	69	5	3	6
Elementary	1990	21	67	8	2	1
	1985	24	65	3	3	5
Secondary	1990	13	71	12	2	3
	1985	7	75	8	2	8
VCR's:						
Total	1990	18	70	12	0	1
	1985	14	72	8	2	4
Elementary	1990	20	70	9	0	1
	1985	18	71	5	3	3
Secondary	1990	13	69	16	0	2
	1985	7	74	12	1	6
Camcorders:						
Total	1990	6	54	10	24	5
Elementary	1990	8	50	4	33	4
Secondary	1990	4	61	19	11	6
Film projectors:						
Total	1990	28	66	4	1	2
	1985	32	62	3	-	3
Elementary	1990	29	66	4	1	1
	1985	34	60	3	-	3
Secondary	1990	26	67	4	1	3
	1985	28	65	4	-	2
Microcomputers:						
Total	1990	31	36	15	13	5
	1985	12	51	13	9	15
Elementary	1990	35	35	13	12	5
	1985	13	61	11	7	8
Secondary	1990	25	39	18	13	6
	1985	10	37	16	11	26

Our attention now turns to the availability of other educational technologies. The demand for camcorders is a recent phenomenon, as technological developments and cost considerations have only in recent years made feasible their widespread use in a classroom situation. Camcorders are now available to 62% of elementary teachers and 84% of secondary teachers, of whom 19% report that they are overbooked.

Concerning film projectors in particular, there has been a slight decline in their immediate availability over the past five years at both the elementary and secondary levels. This decline can be seen as a consequence of the decreasing use of film reported by teachers in the previous section.

Turning our attention to microcomputers, 15% of Ontario teachers state that computers are overbooked. Overbooking is reported more often by secondary teachers (18%) than elementary teachers (13%).

Other technologies (not presented in Table 4 or 5) are available to a limited extent. Fax machines are available to 7% of teachers in this survey, videodisc players to 4% and satellite receiving dishes to 1%.



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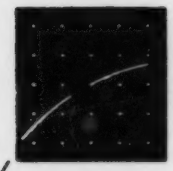
Teachers were asked about the availability in their schools of several computer-based resources (see Table 5). Computer communications channels are available to less than one-third of secondary teachers (26%) and less than one-quarter of elementary teachers (22%).

TABLE 5
AVAILABILITY OF COMPUTER-BASED RESOURCES

	Total %	Elementary %	Secondary %
In-school computer communications network	24	22	26
Outside school computer communications network	22	16	31
Computer link to external databases	19	11	31
Electronic library catalogue	16	8	28
BASE (n=)	1661	553	1108



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III. TVONTARIO PROGRAMS AND SERIES

Highlights

- TVOntario programs aimed at Senior level pure science teachers in the Chemistry, Physics and Biology disciplines are used most extensively.

- TVOntario programs for senior level Social Science and Math courses attracted smaller percentages of teachers.

- "School Broadcasts" is a well-used TVOntario print publication.

Overview

This section describes the use of various TVOntario program and print offerings by Ontario teachers. Detailed information is presented concerning the use of selected TVOntario series by the particular teachers for whom they were produced.

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Subject - Specific Use

Before considering the findings concerning the use of particular TVOntario series, it is important to point out a major difference between the organization of elementary (kindergarten, primary and junior) schooling and the organization of teaching in the advanced grades (intermediate and senior).

In the kindergarten program, teachers usually have a class of students for the entire morning or afternoon. Elementary teachers typically teach most of the subject areas covered in the curriculum of Grades 1 through 6, and as a result have a much larger array of programs to consider. In Grades 7 and 8, specialization of teaching begins - "core" teachers typically teach several of the basic subjects while students rotate among a few teachers for the remaining subject areas. By secondary school, teachers work from more detailed guidelines in fewer subject areas.

To estimate the use of programs among secondary teachers, detailed attention was given to identifying teachers in the specific subject areas as well as grade levels for whom each series was designed. Among elementary teachers all primary or junior teachers were grouped together, in the knowledge that most elementary teachers teach most subjects.

For the younger grades, some TVOntario programs are appropriate for use at many grade levels while others are designed more specifically for the curriculum and development traits of either primary teachers and students (Grades 1 to 3), or for junior level teachers and students (Grades 4 to 6). Programs are arranged in these categories in Table 6. Use of elementary level by French teachers and French Immersion teachers is presented separately in Table 6.

A review of teacher usage of specific TVOntario programs reveals a mixed pattern of utilization in the province. That is, while some programs are widely used among targeted teachers, others are less popular.

Data cited in subsequent portions of the report are, for the most part, based on the responses of those teachers who at some point in their careers have been users of educational television and video. Each table indicates the specific respondents included.

The greatest success can be seen in the use of TVOntario's secondary science programs. TVOntario has allocated substantial resources over several years to produce a number of series linked closely to specialized curriculum areas for particular grade levels. Supplementary funding for encouraging teachers to use these programs was provided by the Ministry of Education. It is gratifying to see that there is widespread use of programs that are carefully designed, produced and

promoted. More modest successes in several other secondary subject areas can be seen as well - 30% or more of teachers are using programs in English, French, Business, and History.

The extent of use of elementary programs, however, is generally lower. Téléfrancais is used by 53% of French teachers and 34% of French Immersion teachers. Readalong and Math Patrol are used by roughly 30% of primary teachers and other series are used by lower percentages of teachers. It is somewhat reassuring to see that several of the programs at the low end of use are the newest ones (marked with an * in Table 6), where use can be expected to increase as program availability increases and information spreads.

It is also interesting to note that programs targeted to particular grade levels are used by larger proportions of intended teachers, but that use by teachers at other grade levels, particularly in junior kindergarten and kindergarten, is substantial as well. In fact, kindergarten teachers would seem to use a larger number of TV-Ontario programs than do teachers in the primary or junior grades.

However, it is difficult to determine exactly what level of use is desirable or realistic for each particular series of programs, especially in the elementary grades where curriculum is more flexible and a wide variety of teaching strategies are appropriate. The series differ greatly in a number of ways - target audience, fit with curriculum, role

TABLE 6
USAGE OF SPECIFIC TVONTARIO PROGRAMS
(Based on those who have used educational television/videocassettes)

Programs for both Primary and Junior	% of JK-K Teachers	% of Primary Teachers	% of Junior Teachers
Unweighted Base (n=)	106	220	248
Weighted Base (n=)	185	400	444
Bodyworks	28	27	27
Dear Aunt Agnes#	12	8	9
Kids of Degrassi#	18	15	20
Phoenix and the Carpet	14	13	18
Report Canada##	6	9	11
Take a Look	12	15	12
Write Stuff	9	9	12
You Can Write Anything	12	8	10
Zardip's Search for*	9	10	12
Primary Programs			
All About You	24	20	15
Art's Place*	8	4	4
Calling All Safety Scouts	17	12	6
Harriet's Magic Hats	29	29	15
Math Patrol	34	29	29
Music Box	16	15	8
The Magic Library*	7	7	4
Readalong 1	33	30	21
Readalong 2	16	15	13
Readalong 3	23	27	21
Junior Programs			
Artscape	11	7	14
Habitat	15	10	15
It Figures*	6	3	5
It's Mainly Music	3	2	2
It's Your World	9	7	9
Look Up*	3	3	3
Mathmakers	12	11	17
Read All About It 1	32	23	29
Read All About It 2	22	17	20
Riddle of Wizards Oak*	2	2	2
Spirit Bay	14	9	13

*New programs, available less than one year
**New programs, delayed teachers' guide
#Program developed primarily for home market
##Short program broadcast daily, not available on video

TABLE 6 (continued)
USAGE OF SPECIFIC TVONTARIO PROGRAMS
(Based on those who have used educational television/ videocassettes)

Primary (P) & Junior (J) French Programs	% of target French teachers who used program %	% of target French Immersion teachers who used program %
Téléfrancais (J)	53	34
Les contes du cristal bleu (J)	8	15
Pri-maths (P-J)	3	16
Viens voir (P)	0	15
Habitat (J)	0	10
Sciences, on tourne! (J)	0	8
Voyageurs (J)	0	3

BASE (n=)	Primary	24
	Junior	35
	Immersion	50

TABLE 6 (continued)
USAGE OF SPECIFIC TVONTARIO PROGRAMS
(Based on those who have used educational television/videocassettes)

Intermediate & Senior Programs (target subjects in brackets)		% of target subject and grade teachers who used program %	1985 Use %	BASE (n=)
Tom Grattan's War	(English)	25		81
Write On!	(English)	26		201
Brothers by Choice	(English)	14		201
Canadian Short Stories	(English)	34		172
Business Concepts	(Business)	30		87
Applied Communications	(Business)	17		46
The Music of Man	(Music)	48		19
Origins: A History of Canada	(History, Cdn. Studies)	46		148
For the Record: Living History	(History, Cdn. Studies)	9		57
Where the Spirit Lives	(History, Cdn. Studies)	3		96
Ancient Civilizations	(History)	38		89
Witness to Yesterday	(History)	21		52
Letter from Brian	(Health)	11		72
Geography Skills	(Geography)	30		51
Paths of Development	(Geography)	10		53
Global Geography	(Geography)	24		132
See Hear! (Canada)	(Geography, Cdn. Studies)	10		152
See Hear! (Canada's North)	(Geography, Cdn. Studies)	14	15	152
Landscape of Geometry	(Math, Geometry)	13	8	171
Math Wise	(Math)	9	13	171
Bioscope	(Science, Biology)	35		21
Cellular Respiration	(Science, Biology)	61		39
Energy Flow	(Science, Biology)	49	13	57
Human Sexuality - Values & Choices	(Health, Guidance)	12		144
Homeostasis	(Science, Biology)	56	11	39
Organic Evolution	(Science, Biology)	42		57
Photosynthesis	(Science, Biology)	66		57
Protein Synthesis	(Science, Biology)	63		39
Chemical Equilibrium	(Science, Chemistry)	79		35
Electrochemistry	(Science, Chemistry)	64		35
Electron Arrangement & Bonding	(Science, Chemistry)	54		54
The Mole Concept	(Science, Chemistry)	59	20	35

TABLE 6 (continued)
USAGE OF SPECIFIC TVONTARIO PROGRAMS
(Based on those who have used educational television/ videocassettes)

Intermediate & Senior Programs (target subjects in brackets)	% of target subject teachers who used program %	BASE (n=)
Organic Chemistry 1 - The Carbon Connection (Science, Chemistry)	42	54
Organic Chemistry 2 - Industrial Applications (Science, Chemistry)	30	35
Eureka! (Science, Physics)	21	15
Electricity (Science, Physics)	55	42
Vista - The Greenhouse Effect (Social Science)	9	55
Electromagnetism (Science, Physics)	48	42
Nuclear Physics (Science, Physics)	51	42
Structure of the Atom (Science, Physics)	37	42
Wave-Particle Duality (Science, Physics)	58	42
Conic Section (Math)	6	75
Trigonometric Functions: Solving Triangles (Math, Trigonometry)	15	23
Trigonometric Functions: Sinusoidal Waves (Math, Trigonometry)	7	23
Vectors (Math, Trigonometry)	7	23
Parlez-moi 1 (French)	42	44
Parlez-moi 2 (French)	38	52
Origines: une histoire du Canada (French)	11	53

in teaching, program format and style, and of course production values and overall quality. Program availability, efforts to inform teachers, and teacher training vary considerably from one board or school to the next. Later sections of this report will point to changes teachers recommend to increase and improve use of television and video programs.

Table 6 presents the percentages of French teachers and French Immersion teachers using a number of TVOntario series. Téléfrancais is used most widely. It is not surprising that use of French programs in other subject areas is found only among French Immersion teachers.

Print Materials

Ontario teachers were also asked whether or not they had either used or heard of various TVOntario print materials. While use of the major publications has increased since 1985, other publications are used by a smaller percentage of teachers (see Table 7). Fifty-eight percent of the province's teachers have used the document titled "School Broadcasts". This is the highest ranking of any of the nine publications surveyed. Whereas just 32% of secondary teachers in 1985 reported having used "School Broadcasts", this figure rises to

TABLE 7
FAMILIARITY WITH TVONTARIO PRINT MATERIALS

		Have used %	Have heard/ never used %	Have never heard %	Don't know/ not stated %
School Broadcasts:					
Total	1990	58	30	10	2
	1985	41	-	-	-
Elementary	1990	66	24	9	2
	1985	58	-	-	-
Secondary	1990	47	39	11	4
	1985	32	-	-	-
TVO teachers' guides:					
Total	1990	47	34	17	2
	1985	31	-	-	-
Elementary	1990	56	29	13	2
	1985	42	-	-	-
Secondary	1990	32	40	25	3
	1985	26	-	-	-
TVO's subject or special topic catalogues:					
Total	1990	23	30	42	6
	1985	26	-	-	-
Elementary	1990	21	31	42	6
	1985	25	-	-	-
Secondary	1990	25	29	41	5
	1985	26	-	-	-
TVO series flyers:					
Total	1990	18	28	50	5
Elementary	1990	19	27	49	5
Secondary	1990	16	28	50	6
VIP's catalogue:					
Total	1990	10	16	68	6
Elementary	1990	9	17	68	6
Secondary	1990	11	15	69	5

TABLE 7 (continued)
FAMILIARITY WITH TVONTARIO PRINT MATERIALS

		Have used %	Have heard/ never used %	Have never heard %	Don't know/ not stated %
TRT news:					
Total	1990	6	12	74	7
Elementary	1990	8	12	71	8
Secondary	1990	3	12	79	6
TVO curriculum correlation charts:					
Total	1990	6	21	68	6
Elementary	1990	7	22	66	6
Secondary	1990	4	20	70	6
TVO student workbooks or student magazine:					
Total	1990	5	22	67	6
Elementary	1990	7	24	62	7
Secondary	1990	2	18	74	6
Horaire Scolaire:					
Total	1990	3	22	60	15
Elementary	1990	4	23	58	15
Secondary	1990	3	20	64	14

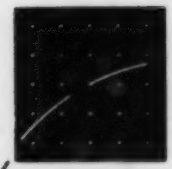
BASE (n=)	Total	1990	1661
		1985	1560
	Elementary	1990	553
		1985	511
	Secondary	1990	1108
		1985	1049

47% in 1990. A further 30% of teachers have heard of this publication but have not actually used it.

Forty-seven percent of Ontario teachers have used TVOntario teachers' guides. Other publications are utilized less widely. Twenty-three percent have consulted TVOntario's subject or special topic categories, while this figure stands as 18% for TVOntario series flyers, and 6% for "Horaire Scolaire".

In some cases, these publications were not produced to reach all teachers, and clearly these results must be considered in relation to target audiences. However, these figures suggest a need to reconsider the audiences and design of several TVO print materials.

The value of publications such as the ones discussed above is indicated in the following section which shows that 68% of teachers have used TVO publications as an aid in finding suitable programs.



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IV. SCHOOL SYSTEM SUPPORT FOR TELEVISION AND VIDEO USE

Highlights

- Over one-half of Ontario teachers have access to a videotape collection in their school library.

- 80% of Ontario teachers can identify a designated representative in their school who receives TVO publications and other materials.

- 68% of teachers have used a TVO publication to locate a program to use in their teaching.

- Fewer than four-in-ten teachers have attended a workshop concerning classroom use of television or video.

- Teachers request additional assistance in locating programs appropriate to their teaching needs.

Gallup

Overview

In this section a review is offered of the school support system aimed at enhancing television and video use in the classroom. Specifically, the use of in-school and board representatives, and various video and television related publications, is documented.

Videotape Collections

The teachers' reports indicate that video collections are now found in growing numbers of school libraries and departments and that the increasing availability of video programs is associated with greater classroom use. School librarians and secretaries as well as secondary school department heads and resource people also play a large part in distributing TVO print materials. The predominant methods teachers use for locating programs include board media catalogues, TVO publications, and discussions with colleagues.

Fifty-three percent of Ontario teachers report that their school library has a videotape collection (see Table 8). This figure is up from 40% five years ago. This increase has occurred primarily in elementary schools where 57% of teachers indicated that their school has a video library in 1990, compared to 29% in 1985. In secondary schools which are organized into subject departments, 60% of teachers state that

TABLE 8
WHETHER LIBRARY/DEPARTMENT HAS VIDEOTAPE COLLECTION

	1990 BASE (n=)	Library %		Department %
		1990	1985	1990
Total	1661	53	40	35
Elementary	553	57	29	18
Secondary	1108	47	45	60

Percentage of Teachers Using Television and Video During Fall Term, With and Without Videotape Collection in Library or Department	Have Video Collection	
	Yes	**No**
Elementary teachers - collection in school library	70	53
Secondary teachers - collection in department	67	47

1985 BASE (n=) Total 1560
Elementary 511
Secondary 1049

there is a video collection in their department. Fewer elementary teachers (18%) reported having a department video collection.

Among elementary teachers in schools where there are video collections in the school library, 70% had used television or video during the fall term. This is substantially higher than the 53% of teachers in schools without video collections who also used television or video in the fall term. Similarly, among secondary teachers, use of television and video is higher among teachers who have video collections in their departments (67%) than for those who don't (47%). These figures indicate that video collections in school libraries and departments should be encouraged as a means of facilitating video use.

Resource Distribution Use

In recent years, TVOntario has sent print materials to school board media centres. From there, the materials are distributed to the schools which then pass them along to the teachers. As indicated in this study, four-in-five Ontario teachers (80%) state that there is a person in their school who receives publications or promotional materials from TVOntario, and distributes them among the teachers.

In both elementary and secondary schools, school librarians are mentioned most often as the designated person who receives these TVOntario materials and distributes them to teachers (see Table 9). In elementary schools, school librarians are identified most often as the distributors by 62% of teachers, followed by school secretaries, named by 17% of teachers. In secondary schools, school librarians are identified by 39% of teachers, and school secretaries by 19%. However, in secondary schools, department representatives and audio-visual technicians are identified as distributors as well, mentioned by 13% and 9% respectively. These positions are not prominent in elementary schools.

During the early 1980's, TVOntario began working with a number of school boards to select one Television Resource Teacher (TRT) in each school who would attend workshops in using television effectively and learn about TVOntario programs, teachers' guides and promotional material. It was hoped that TRT's would serve as links between TVOntario and their schools by distributing TVOntario resources, providing information on request, and helping other teachers in using television and video successfully in their classes.

Despite considerable assistance provided by many TRT's in the early years of the project, it became clear that establishing and maintaining a province-wide TRT system was an enormous task. Earlier research suggested that problems stemming from such factors as a lack of

TABLE 9
TITLE/POSITION OF PERSON WHO DISTRIBUTES TVONTARIO MATERIALS
(Based on those whose school has such a person)

	Total %	Elementary %	Secondary %
School librarian	54	62	39
School secretary	17	17	19
Designated teacher*	15	15	14
Departmental representative	5	0	13
Audio visual technician	3	0	9
Administrator	3	4	1
BASE (n=)	1301	467	834

*Includes media resource teachers, learning resource teachers, television resource teachers, and other unspecified teachers.

resources to recognize or reward TRTs' contribution, teachers' mobility from school to school, and the difficulty of fitting into existing structures contributed to the gradual decline of the TRT network.

Most recently, TVOntario has designated a teacher or TRT in each school who receives both promotional materials and a special newsletter to encourage successful use of TVOntario programs. As seen in Table 9, where TRTs are included as "designated teachers" and in Tables 10 and 11, at this time, fewer that one-fifth of elementary teachers and one-tenth of secondary teachers identify a TRT as their source of information or assistance in finding out about or using TVOntario or video resources.

Because many TRTs are also school librarians, these small percentages may indicate an unfamiliarity with the TRT designation more than an inadequacy in the distribution system.

TABLE 10
LEVEL OF USAGE OF METHODS OF LOCATING PROGRAMS
(Based on those who have used educational TV/videocassettes)

	Total %	Elementary %	Secondary %
Board catalogue	77	77	78
TVO publication	68	69	65
Recommended by other teachers	66	67	65
Informally from colleagues	63	64	61
School librarian or media resource teacher	45	54	30
From a course or conference	37	37	38
Board workshop	30	34	23
Staff/department meetings	29	32	23
Media centre staff	25	28	20
Curriculum consultant*	22	23	20
TVOntario workshop	18	20	14
TVO Resource teacher or TRT in school	17	21	10
BASE (n=)	1402	494	908

*Based on a sample of 273 respondents included in second mailing.

Locating Programs

Teachers who use television or video were asked to indicate which methods they use for locating programs. Most popular is the board media catalogue of programs made available in schools. More than three-quarters of the teaching population (77%) state that they have made use of this catalogue (see Table 10).

More than two-thirds of the teaching population (68%) state that they have used a TVOntario publication as a means of attempting to locate programs to use in their classrooms. Informal discussions among teachers are also a major source of information about programs for two-thirds of teachers.

Forty-five percent of teachers state that they have sought the assistance of a school librarian or media resource teacher when needing to locate a video program. Not surprisingly given the above stated importance of the library in the elementary school setting, this source of information was found to be tapped more by elementary than secondary teachers (54% vs. 30%).

Other information sources are used less frequently. Thirty-seven percent of Ontario teachers heard about a certain program which they later used from a course or conference they attended. Thirty percent received information from a board workshop and 29% of teachers

received information from staff or departmental meetings. Twenty-five percent utilized media centre staff, 22% contacted a curriculum consultant, 18% heard about a program at a TVOntario workshop, and 17% of teachers heard about specific programs from a TVO resource teacher, or a television resource teacher (TRT) in a school.

Save for the example cited above concerning school librarians, there is not an overly pronounced distinction in behavioral patterns between elementary and secondary teachers in terms of their using these various methods of locating programs.

Assistance in Usage

The above discussion focused on the methods teachers use to locate programs. The following section emphasizes the services delivered to teachers by school or board staff designated to assist them.

When teachers were asked to state whether or not they have ever received information or assistance from a person in their school or board who is designated to provide teachers with help in the classroom use of television or video. Forty-one percent replied in the affirmative, leaving a majority of 59% for whom such assistance is not provided. Little difference was found between elementary (42%) and secondary (39%) teachers.

TABLE 11
TITLE/POSITION OF SCHOOL/BOARD CONTACT FOR ASSISTANCE CONCERNING TV/VIDEO
(Based on those who have received assistance)

	Total %	Elementary %	Secondary %
In School:			
Librarian	57	68	37
AV Technician	18	2	47
Media Resource Person	16	14	19
TRT	11	14	6
Department Head	6	1	15
In Board:			
Media Centre Resource Staff	43	47	35
Curriculum Consultant	16	17	14
AV Technician	15	13	17
BASE (n=)	575	205	370

Gallup

Those people who received assistance were then asked the title or position of the school or board contact who gave the assistance (see Table 11).

Not surprisingly, fully 68% of these elementary school teachers state that the school librarian was the giver of assistance. Only 37% of secondary teachers make the same statement. More important at the secondary level is the audio-visual technician, who was cited by 47% of this group as the school contact for assistance concerning television or video. AV technicians clearly are not as plentiful at the elementary level, as they are mentioned by only 2% of this group of elementary teachers.

Turning to board contacts, 47% of elementary school teachers, and 35% of secondary teachers who received assistance state that a media centre resource staff member offered assistance concerning educational television or video. This was the category mentioned most often at both the elementary and secondary level.

Next, those teachers who received assistance concerning educational television or video from a school or board representative were asked to detail the type of assistance they received (see Table 12).

TABLE 12
TYPE OF ASSISTANCE RECEIVED FROM SCHOOL/BOARD STAFF
(Based on those who have received assistance)

	Staff in School			Staff in Board		
	Total %	Elementary %	Secondary %	Total %	Elementary %	Secondary %
Provided help with equipment	76	71	86	23	29	14
Provided general help re: availability of items	70	69	73	38	41	33
Provided media information relevant to curriculum	45	46	43	38	41	34
Demonstrated the use of TV or video in classroom	44	41	50	20	25	11
Distributed lesson plans	21	24	16	22	27	12
BASE (n=)	575	205	370	575	205	370

Gallup

Concerning assistance from in-school contacts, it is immediately apparent that the most frequent assistance in the school setting is practical information relating to the availability and operation of equipment. Seventy-six percent of this group of teachers sought assistance concerning equipment access or use. Almost as many teachers (70%) reported receiving practical assistance from school staff concerning the availability of programs and resources. Fewer teachers (45%) reported that school staff and to a lesser extent board staff (38%) provided assistance in relating media resources to curriculum needs, a key factor in promoting successful use of programs and materials. A sizeable minority of teachers (44%) indicated that school staff are often involved in demonstrating the use of TV or video in the classroom. Only 20% of teachers reported that board staff provided such demonstrations. A minority of teachers indicated receiving lesson plans to complement video programs. These are provided by both school staff and board staff, more often to elementary teachers.

This information suggests that school and board staff are providing practical assistance to many teachers in arranging for the equipment and programs they want. However, at both the school and board levels, assistance for teachers in connecting video resources with curriculum needs, in developing classroom strategies for using video effectively, and in providing detailed lesson plans is provided to only a minority of teachers.

On a related issue, approximately four-in-ten teachers (38%) report having attended a teacher training workshop concerning the classroom use of television or video. The figure for elementary teachers is 39%, while for secondary teachers it is 36%.

Changes to Encourage Use

Those teachers who stated that at some point in their teaching careers they have used educational television or videocassettes were asked the extent to which various changes in this domain would increase frequency of use of TV or video (see Table 13).

Sixty-six percent of these teachers stated that a larger selection of programs related to their specific curriculum needs would substantially increase their frequency of use of educational television or video. Fully 75% of secondary teachers maintain that their use of educational TV and/or video would increase a great deal if there was a larger selection of programs related to their curriculum.

Other changes would prove useful as well. Fifty-eight percent of teachers state that easier access to desired videotapes would enhance their personal classroom use of this medium. Forty-six percent of Ontario teachers state that, given more time to preview programs and plan lessons, their use of educational TV and video would increase a

TABLE 13
EXTENT TO WHICH CHANGES WILL INCREASE FREQUENCY OF USE OF TV/VIDEOCASSETTES
(Based on those who have used educational television/ videocassettes)

	BASE (n=)	Great Deal %	Some-What %	Little if any/ not at all %	Don't know/ not stated %
Larger selection of related programs:					
Total	1402	66	22	6	6
Elementary	494	61	25	8	6
Secondary	908	75	17	3	5
Easier access to desired videotapes:					
Total	1402	58	26	10	6
Elementary	494	57	27	10	7
Secondary	908	59	26	10	6
More preview/planning time:					
Total	1402	46	31	16	7
Elementary	494	51	30	14	6
Secondary	908	39	34	19	8
Clearer copyright information:					
Total	1402	39	26	29	6
Elementary	494	40	26	29	6
Secondary	908	38	25	30	7
Easier access to equipment:					
Total	1402	34	32	26	8
Elementary	494	34	32	27	8
Secondary	908	35	31	24	10
More encouragement from principal/ department head:					
Total	1402	9	20	59	12
Elementary	494	10	21	58	10
Secondary	908	7	18	61	14

great deal. Thirty-nine percent claim that clearer information about copyright restrictions would serve to enhance their use of educational TV and video a great deal. Easier access to equipment is cited by 34% of the teaching population, while only 9% state that more encouragement from their principal or department head would serve to increase usage.

On a related matter, teachers were asked the extent to which certain educational television or video-related changes would serve to increase the effectiveness of TV or video use in the classroom (see Table 14).

A slight majority of teachers answering this question (52%) maintain that their teaching would be a great deal more effective if they had more time to preview programs and plan lessons. Such a finding should hardly be surprising.

Forty-eight percent of teachers who say that they have used educational television or video in the past state that their teaching would be a great deal more effective if they were given more assistance in finding appropriate programs. This concern relates back to the above-stated notion that there is a need for greater assistance for teachers in relating appropriate programming to curriculum. Additional efforts are needed to assist teachers in finding programs appropriate to their needs.

TABLE 14
EXTENT TO WHICH CHANGES WOULD INCREASE EFFECTIVENESS OF TV/VIDEO
(Based on those who have used educational television/ videocassettes)

	BASE (n=)	Great Deal %	Some-What %	Little if any/ not at all %	Don't know/ not stated %
More time to preview programs and plan lessons:					
Total	1402	52	31	13	4
Elementary	494	57	29	11	3
Secondary	908	44	35	17	5
More assistance in finding appropriate programs:					
Total	1402	48	37	11	4
Elementary	494	46	39	12	4
Secondary	908	53	34	9	5
Easier access to teachers' guides or utilization information:					
Total	1402	43	38	14	5
Elementary	494	42	40	14	4
Secondary	908	44	35	14	6
Further training in using video in teaching:					
Total	1402	24	31	39	6
Elementary	494	27	30	38	5
Secondary	908	18	34	41	8
More assistance in planning lessons with video:					
Total	1402	23	41	31	6
Elementary	494	27	42	27	4
Secondary	908	16	38	37	8

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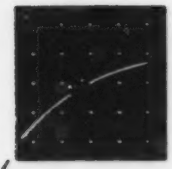
Forty-three percent of teachers state that easier access to teachers' guides or utilization information would serve to increase the effectiveness of their teaching a great deal. Twenty-four percent maintain that further training in using video in their teaching is needed, while 23% state that more assistance in planning lessons with video would enhance teacher effectiveness a great deal.

Now that teachers have adopted video as a valuable aid, they are looking for more programs, for help in finding the programs that fit their curriculum and for assistance or instruction that will increase the impact of the programs as teaching and learning resources.



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V. TEACHERS' REPORTS ON THEIR USE OF TELEVISION AND VIDEO

Highlights

- A majority of teachers (52%) who use educational TV or video always or usually show programs to the whole class.

- One-quarter of Ontario teachers (25%) use programs as a group activity, while other students undertake other work.

- 93% of teachers sometimes or usually relate programs to earlier or subsequent lessons.

- 78% of secondary teachers, and 55% of elementary teachers always or usually preview a videotape prior to using it in the classroom.

- A sizeable majority of teachers (71%) believe educational television and video are essential to good teaching.

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Overview

In this section several topics are reviewed concerning the role and perception of educational television and video in the teaching process. Usage strategies, perceived results and an overall assessment of TV/video are detailed.

Instructional Use

Teachers were asked about the details of how they arranged their class when utilizing television or video. Until recently, video was used almost exclusively as an instructional activity involving the whole class. More recently, teachers have begun to use video as a group activity involving some students while others are doing other work.

At present, 52% of teachers who use educational TV or video state that they always or usually show the program in question to the whole class (see Table 15). Only 8% of teachers rarely or never use this approach.

Secondary teachers are more likely than elementary teachers to arrange for individual students to view a program (38% versus 20%), or to have students take programs home-25% of secondary teachers

TABLE 15
INSTRUCTIONAL USE
(Based on those who have used educational TV/videocassettes)

	BASE (n=)	Always or Usually %	Sometimes or Occasionally %	Rarely or Never %	Don't know/ not stated %
Show TV or video programs to whole class:					
Total	1402	52	38	8	2
Elementary	494	55	36	7	2
Secondary	908	47	40	10	3
Arrange for individual students to view a program:					
Total	1402	2	25	58	16
Elementary	494	1	19	63	17
Secondary	908	3	35	50	13
Have some students take programs home:					
Total	1402	1	13	70	16
Elementary	494	0	7	75	18
Secondary	908	2	23	62	13
Have group of students watch a program while others work:					
Total	1402	1	24	59	17
Elementary	494	1	26	56	17
Secondary	908	1	20	63	16

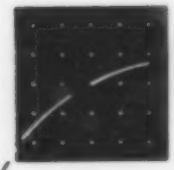
and 7% of elementary teachers have done this. On occasion, 27% of elementary teachers and 21% of secondary teachers use video as a group activity. While these different ways of using video in teaching are still used by a minority of teachers, it is reasonable to expect that such uses will grow and that in future producers may want to take these situations into consideration in developing programs.

Users of educational television were also asked to detail their use of classroom techniques that maximize the benefits of the programs as teaching and learning resources (Table 16). These techniques are discussed and demonstrated to teachers in workshops, teachers guides, TVO newsletters and publications, and at staff meetings. It is encouraging to find that many of these techniques are widely in use.

Over 90% of teachers sometimes or usually relate programs to earlier or subsequent lessons, ask students to watch for certain features of the program, and point out links between the program and related activities. More secondary teachers than elementary teachers previewed programs before showing them. Fully 78% of secondary teachers always or usually do so and only 2% rarely or never preview. Among elementary teachers, the comparable percentages were 55% (always or usually preview) and 7% (rarely or never do).

TABLE 16
FREQUENCY OF UNDERTAKING ACTIVITIES RELATED TO SHOWING TV/VIDEO PROGRAMS
(Based on those who have used educational TV/videocassettes)

	BASE (n=)	Always or Usually %	Sometimes or Occasionally %	Rarely or Never %	Don't know/ not stated %
Relate program to lessons:					
Total	1402	69	24	3	4
Elementary	494	68	26	2	4
Secondary	908	72	21	3	5
Request students to watch for certain program features:					
Total	1402	68	24	4	4
Elementary	494	68	24	5	3
Secondary	908	69	24	3	4
Indicate links between programs and other work:					
Total	1402	66	26	4	4
Elementary	494	68	26	4	3
Secondary	908	64	27	4	5
Preview videotape:					
Total	1402	64	27	5	4
Elementary	494	55	33	7	4
Secondary	908	78	16	2	4
Consulted teaching guide:					
Total	1402	44	33	16	6
Elementary	494	52	32	10	6
Secondary	908	32	36	25	7
Stopped video during program for discussion:					
Total	1402	38	47	12	4
Elementary	494	38	47	11	4
Secondary	908	37	46	13	4



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More elementary teachers than secondary teachers consult the teachers guides that accompany programs. Only 10% of elementary teachers, but fully 25% of secondary teachers rarely or never consult the teachers guides. Since stopping the video for discussion during the program is not always a desirable strategy, it is not surprising that only 38% of teachers usually do this, while 47% do this occasionally and 12% never use this technique.

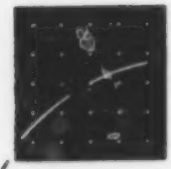
Impact of Educational TV/Video

Teachers who have used educational television or video during their careers were asked to assess several types of benefits of this mode of teaching. For the most part educational TV and video receive a glowing report card (see Table 17).

Fully 94% of teachers somewhat or strongly agree that the programs viewed helped students learn new information. Ninety-three percent also agreed that the programs sparked student interest. Ninety-two percent maintain that the programs helped students understand concepts or relationships, while 90% said that they encourage classroom discussion.

TABLE 17
ASSESSMENT OF IMPACT OF EDUCATIONAL TV/VIDEOCASSETTES.
(Based on those who have used educational TV/videocassettes)

	Somewhat or strongly agree		
	Total	Elementary	Secondary
	%	%	%
Programs helped students learn new information	94	95	91
Programs sparked student interest	93	95	90
Programs helped students understand concepts or relationships	92	93	89
Programs encouraged classroom discussion	90	94	85
Programs motivated students to do related activities	79	86	68
Programs helped students develop problem-solving/decision-making skills	69	76	58
Programs assisted students develop their own value system	61	66	53
Programs helped students appreciate the arts	58	67	43
BASE (n=)	1402	494	908



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Seventy-nine percent agree that the programs motivated students to do related activities. This figure stands at 86% for elementary teachers, and 68% for secondary teachers.

Seventy-six percent of elementary teachers, and 58% of secondary teachers somewhat or strongly agree that the programs viewed helped students develop problem solving or decision-making skills. With the growing emphasis on these skills in recent Ministry curriculum documents, the already substantial use of video to support such skill development could be further increased by developing additional programs and assisting teachers to use video with these purposes in mind. Fifty-three percent of secondary teachers agree that video or educational TV assists students in developing their own value system. Forty-three percent of these secondary teachers maintain that the video or TV offerings helped students to learn to appreciate the arts.

Value of Educational TV/Video

All teachers in the respondent population (whether or not they used television or video) were asked to assess the teaching value of educational television and video (see Table 18). Fully 90% of teachers agree that TV or video programs are helpful as a teaching resource.

TABLE 18
VALUE OF EDUCATIONAL TV/VIDEO

	Somewhat or Strongly Agree %			Used Educ. TV/Video during fall term:	
	Total	Elementary	Secondary	Elementary	Secondary
TV or video programs are helpful	90	90	90	90	94
Educational TV/video is essential to good teaching	71	72	70	78	80
I would be a less effective teacher if I didn't use educational TV/video	62	63	62	71	76
I wouldn't miss TV/video programs if they weren't available	19	18	20	10	13
Educational TV/video programs are a waste of class time	4	4	4	2	2
BASE (n=)	1661	553	1108	338	647

More illuminating is the finding that 71% of teachers agree that educational TV and video are essential to good teaching. This confirms that television and videocassettes have been widely adopted and that there is considerable agreement about the value of these resources.

Sixty-three percent of all Ontario teachers agree that they would be less effective teachers if they didn't use educational TV or video.

Comparatively few teachers agree with the negative statements included about use of school video. Only 19% would not miss TV or video programs if they were not available, and just 4% believe such programs are a waste of time.

Recording on Video

A sizeable majority of teachers have taped or arranged for taping of educational television programs (see Table 19). Sixty-seven percent of teachers (62% at the elementary level, and 75% at the secondary level) in the province state that they have recorded or requested recording on a VCR at school or at the media centre.

TABLE 19
RECORDING ON VIDEO
(Based on those who have used educational television/ videocassettes)

	Total %	Elementary %	Secondary %
Recorded/requested programs be recorded	67	62	75
Recorded programs for home viewing	66	62	73
Made video programs using camcorder at school	41	41	41
Helped/encouraged students to produce video programs	33	27	44
Recorded programs at home for use in school	33	27	43
Made video programs using a camera outside school	28	27	29
BASE (n=)	1402	494	908

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In other areas the statistics are also high. Forty-one percent of teachers report that they made video programs using a camera (camcorder) at school.

One-third of the teacher population (33%) have helped or encouraged students to produce video programs as part of their school work. This figure is somewhat higher at the secondary (44%) as compared to the elementary level (27%).

Thirty-three percent of Ontario teachers have recorded programs (with copyright clearance) at home for use in school. Twenty-eight percent state that they made video programs using a camera outside school.

Many of these statistics can be expected to rise significantly in the coming years as recording equipment becomes more readily available, and teachers accordingly become more comfortable working with these new technologies.

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VI. TELEVISION FOR PROFESSIONAL DEVELOPMENT

Highlights

- Teachers are keenly interested in programs pertaining to recent developments in curriculum and teaching strategies.

- Ontario teachers state a preference for workshops devoted to reviewing television/video programs concerning professional development.

Overview

Presented in this section is an overview of how teachers would like to see television and video programs relating to their professional development integrated into their schedules. The preferred types of professional development via TV or video are also detailed.

Professional Development Programming

Teachers were asked to state which types of professional development programs they would like TVOntario to produce (see Table 20). Eighty-two percent state that they would be interested in programs which consider recent developments in curriculum and teaching strategies at their subject or grade level. This statistic indicates that there is a strong, widespread interest on the part of teachers to continue their professional development and use television and video in their own learning.

Between 54% and 57% of teachers state they would like to see developed: programs which discuss controversial issues; programs which show effective classroom management strategies; programs which indicate how to effectively utilize educational television and video; programs which show educational innovators; programs which discuss new educational developments being considered; and programs which show and discuss student behaviour. There is clearly a strong interest in programs which address the particular circumstances teachers confront in their work.

Teachers were also asked in which situations they would find these professional development programs most useful (see Table 21). Three-in-four teachers (75%) state that they would most prefer to

TABLE 20
TYPES OF NEW PROGRAMS THAT WOULD BE OF INTEREST

	Total %	Elementary %	Secondary %
Programs which deal with recent developments in teacher's subject/grade level	82	84	78
Programs which discuss controversial issues	57	55	60
Programs which show effective classroom management strategies	57	60	52
Programs which show how to use TV/video effectively	57	57	56
Programs which show educational innovators	56	57	55
Programs which discuss new educational developments being considered	55	57	53
Programs which show and discuss student behaviour	54	56	51
BASE (n=)	1661	553	1108

view these programs as part of workshops on assigned professional development days.

Sixty-four percent would like to view the programs with a small group of teachers at school, thereby permitting a full collegial discussion of the subject matter. Individual viewing at home (54%), individual viewing at school (43%), and viewing as part of a course or series of meetings (38%), were less widely preferred.

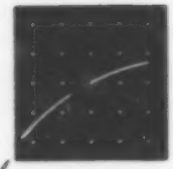
TABLE 21
SITUATIONS IN WHICH THESE PROGRAMS WOULD BE MOST USEFUL

	Total %	Elementary %	Secondary %
Viewing as part of workshops on PD days	75	76	74
Viewing with a small group of teachers at school	64	67	60
Individual viewing at home	54	51	59
Individual viewing at school	43	40	47
Viewing as part of a course or series of meetings	38	40	36
BASE (n=)	1661	553	1108

VIII. CONCLUSIONS

The teachers' responses presented in this report are encouraging in several areas - the growing use of video, the adoption of such teaching strategies as previewing, introducing programs and linking them to curriculum, the reports of benefits for teachers and students. Throughout the report, several strategies are suggested to increase and improve effective use of educational video. In addition to wanting more programs, teachers would like programs to be more accessible and they would like more time or more help in finding the particular programs that fit their curriculum. This need could be addressed in part by increasing in-school video collections in libraries and department offices. Greater or renewed efforts from TVOntario, school board curriculum staff, media centre staff, school librarians and audio-visual technicians could all play a part in helping teachers locate and assess programs that fit their curriculum and integrate video successfully in their lessons.

Teachers reports about use of TVOntario programs and services indicate where efforts have been most successful -- most notably, secondary Science programming and the School Broadcasts publication. Several areas that could benefit from further consideration are identified as well -- in particular, planning print materials and a reconsideration of TRTs.



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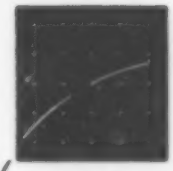
Over the past twenty years, TVOntario has undoubtedly played a central role in establishing widespread use of television and video as educational resources that support teaching and learning. The challenge ahead will involve keeping up with teacher demand by providing programs designed with the changing school environment in mind, and supporting teachers in their desire to find suitable programs and use them well.



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APPENDIX

Secondary teachers were oversampled in this survey so as to include sufficient numbers of teachers in each subject discipline to provide estimates of use of TVOntario series designed for specific subjects and grade levels.

APPENDIX
SAMPLE STRUCTURE

	Unweighted Number	%	Actual Provincial Figures %	Weighted Number	%
TOTAL	1661	100		1661	100
Sex:					
Male	897	54	42	730	44
Female	764	46	58	931	56
Years Teaching:					
0 - 5	224	14	19	267	16
6 - 10	201	12	13	216	13
11 - 15	269	17	18	265	17
16 - 20	378	23	22	377	23
21 - 25	334	20	16	279	17
26+	222	14	12	225	14
Region:*					
Central	628	38	62	1034	62
Eastern	228	14	12	207	12
Mid-northern	177	11	4	69	4
Northeastern	196	12	4	62	4
Northwestern	185	10	3	45	3
Western	243	15	15	238	15
School Level:**					
Elementary	553	33	60	1008	61
Secondary	1108	67	40	653	39

* Smaller regions were oversampled in this survey so as to permit teacher cell sizes to be large enough to allow meaningful regional analysis. Results from the returned questionnaires were weighted to approximate the actual distribution of teachers in the province.

** Secondary teachers were oversampled in this survey so as to permit teacher cell sizes for the various secondary disciplines to be large enough to allow meaningful analysis. Results from the returned questionnaires were weighted to approximate the actual distribution of teachers in the province.